|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Scoring  Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
|  | Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately and establishes a position, but focus is uneven. |  | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
|  | Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. |  | | Establishes a claim. (L2) Makes note of counter claims. |  | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. |  | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
|  | Reading/  Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
|  | Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. |  | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. |  | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. |  | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
|  | Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. |  | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
|  | Conventions (incl. grammar & spelling) | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. |  | | Demonstrates an uneven command of standard English conventions and cohesion.  Uses language and tone with some inaccurate, inappropriate, or uneven features. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. |
|  | Sources | Sources are used without citation. |  | | Inconsistently cites sources. |  | | Cites sources using appropriate format with only minor errors. |  | | Consistently cites sources using appropriate format. |
|  | Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

***Shaded items are double-weighted***

**PRESENTATION GRADE**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Scoring  Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
|  | Presentation was free of grammar and spelling errors |  |  | |  |  | |  |  | |  |
|  | Eye contact  (Presenter was looking at the audience, not the power point) |  |  | |  |  | |  |  | |  |
|  | Presentation was interesting to the audience |  |  | |  |  | |  |  | |  |
|  | Presenter was knowledgeable of subject matter |  |  | |  |  | |  |  | |  |
|  | Appropriate images were used throughout the presentation |  |  | |  |  | |  |  | |  |